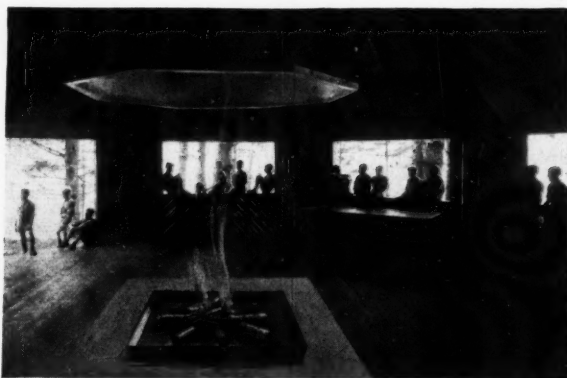


The
CAMPING
M A G A Z I N E

JUNE, 1931



"The Hearth am I, the deep Heart of the Dwelling;
A pleasant place for Ease and Story telling;
Where Friendship's Flames shall find a glad renewal;
While mirth and kindly Chat supply the fuel."

25 CENTS A COPY—2 DOLLARS A YEAR—VOL. III—No. 9



THE CAMP DIRECTORS ASSOCIATION

Formed in 1924 by the amalgamation of the National Association of Directors of Girls Camps, Camp Directors Association of America, Mid-West Camp Directors Association.

OFFICERS

President

FRANK S. HACKETT, Riverdale, N. Y.

Vice-President

RICHARD VICTOR, JR., 700 Woodbourne Avenue, Pittsburgh, Pa.

Vice-President

MISS SARA G. HOLIDAY, 1625 Hinman Ave., Evanston, Illinois

Secretary-Treasurer

H. W. GIBSON, Room 703, 11 Beacon Street, Boston, Massachusetts
Tel.: HAYmarket 5332

Chairman Membership Committee

WALLACE G. ARNOLD, 211 East 57th Street, New York City

SECTION PRESIDENTS

NEW YORK

Wallace Greene Arnold, 211 East 57th St., New York City.

PENNSYLVANIA

Walter C. Crouch, 152 Park Avenue, Swarthmore, Pennsylvania.

MID-ATLANTIC

Hugh Worthington, Sweet Briar College, Sweet Briar, Virginia.

PACIFIC

Miss Rosalind Cassidy, Mills College, California.

NEW ENGLAND

Robert Seymour Webster, Brunswick, Maine.

SOUTHERN APPALACHIAN

Dr. A. P. Kephart, 1320 West Market St., Greensboro, N. C.

MID-WEST

Dr. F. H. Ewerhardt, 5917 Enright Ave., St. Louis, Missouri.

SOUTH-WESTERN SECTION

Mrs. Cilton B. DeBellevue, Kerrville, Texas.

CONTENTS

	PAGE
A Message from President Hackett . . .	3
Introducing our Second Vice-President, Sara Gregg Holiday	4
Cap'n Bill's Column — "Spotting" . .	4
A Tell-arium	5
An Omission — Special Notice to Mem- bers	5
"On Nature of Camp Fires" Walter H. Sears	6
"A World Friendship Forest Project" H. W. Gibson	8
"An Adventure in Fun and Friendship" Sidney L. Gulick	10
"What Type of Dancing Shall We Give Our Campers." Portia Mansfield . .	11
"C. D. A. and Red Cross Tests"	19
Editorial Jottings	16
"Music in Camp." Jas. Edmund Jones	14
"Duties of a Trip Leader" Maynard L. Carpenter	17
"What Shall We Give Our Campers to Eat." Octavia Smillie	22
Counselors' Column	25
Making the Code of Ethics Effective . .	22
Books for the Library	16

THE CAMPING MAGAZINE

VOL. III

JUNE, 1931

No. 9

A MESSAGE FROM PRESIDENT HACKETT

Dear Fellow Members of the C. D. A.:

In this period of final preparation for camp, the strenuous effort for enrollment, for the staff and for equipment, no one should allow too great preoccupation to prevent a careful study of:

"SAFETY AND HEALTH IN ORGANIZED CAMPS"

By DR. J. EDWARD SANDERS

The camp which opens without having planned to improve along the lines suggested in this amazing study, will do scant justice to itself, and none to the camping movement.

Quite deliberately, I venture the opinion that not one camp in this country can feel that some of the facts presented are not directly applicable to its own conditions.

"EDUCATION AND THE SUMMER CAMPS"

By DR. LLOYD BURGESS SHARP

is another recent invaluable study.

With the idea of these two books in operation the confidence of parents will be increased.

With the hope that you may have an excellent summer, I am,

Faithfully,



NOTE: Orders for the above books may be sent to the National C. D. A. Office. "Safety and Health" 50c; "Education and the Summer Camp" \$3.00.



OUR SECOND VICE-PRESIDENT

SARA GREGG HOLIDAY

Miss Holiday was formerly president of the Mid-West Section and served on many important committees of the C. D. A. In 1914 she founded a summer camp, Lake Okoboji, Iowa, for the University of Iowa extension, training out-of-door leaders; in 1919 she established the Holiday Camp at Hackensack, Minn., with Miss Mary V. Farnum and Albert F. Evers as co-directors. Miss Holiday is also interested in the Camp Fire Girls and the National Young Women's Christian Association and has served as a member of boards and committees.

Miss Holiday received her B.A. from the University of Iowa and her M.A. from Teachers College, Columbia University. Her address is 1625 Hinman Avenue, Evanston, Illinois.

CAP'N BILL'S COLUMN

SPOTTING

A Bird Game for the Camp Fire or a Rainy Day.

It seemed as if everyone had seen something interesting about birds. One small boy felt that he was letting an opportunity slip by and rose to the occasion by reporting that he had seen four robins pulling one earthworm out of the ground. A little girl, with much more tact than often exhibited by

elders, said: "Gilbert, don't you think that you are exaggerating?"

On a similar occasion a boy described a bird that he had seen. From his own words it must have been wonderful to behold. He had borrowed a brilliant vocabulary and had used most of the colors of the spectrum when another boy arose and said, "Where did you see that bird?"

These are two instances of spotting people. Many observers with good intentions are not much more successful in their descriptions.

The object of this game is not to spot people but to spot birds when accurately described. The most general things are said first, and as the description goes on it focuses toward one bird until the name is finally given. Whoever first names the bird correctly receives a point. If someone gives the wrong name he is fined a point. Whoever has the most points at the end of the game wins.

The following are given as samples:

I am thinking of a bird that is seven inches long. He returns on a warm, sunny day in March, and gladdens the hearts of rambles as he "carries the sky up on his back and the earth upon his breast." His song is of clear notes which poets have described as "pur-i-ty, pur-i-ty." He sets up housekeeping in a cavity of an old apple tree or in a well built bird house. This thrush could hardly be mistaken for the Blue-jay and it is much larger than the Indigo-bunting. This bird is called the *Blue Bird*.

I am thinking of a bird seven inches long. He is a friendly fellow and seeks the society of man. He is not noted for his color as it is a dull gray above and white below. His tail is constantly "pumping." His nest is made of moss and lined with mud and hair. It is usually built under a bridge or in a shed. This flycatcher is often mistaken for the Pewee but it has a black bill and black feet. If you have not recognized it already you will when I tell you that it has a plaintive note which sounds like "*Phoebe*."

The bird which I have in mind is about thirteen inches long. He looks quite grand with his crest and blue coat. His white collar and dark belt make his uniform look quite trim. He has a harsh voice. He has a sharp eye and a sharp beak. (Up to this point it might be either the blue jay or the kingfisher.

(Please turn to Page 26)

A TELL-ARIUM

Ever hear of a Tell-arium? No? Well, there are plenty of other people who never heard of one either.

A Tell-arium is to land creatures and plants what an Aquarium is to fish and aquatic life generally, and nearly everybody has seen an aquarium.

If you are seeking a new camp project this summer, interest your campers in the making of a Tell-arium. Select a suitable plot of ground and in the middle of the area sink a tank, — an old metal water tank — or construct a shallow tank of concrete. Arrange paths and rocks for a rock garden. In the divided sections of ground, plants, shrubs, moss, ferns and other vegetable growths are bedded. In the tank place lilies and other water plants, gold fish, turtles, snails, "shiners", pollywogs, etc.

A part of the Tell-arium is enclosed with a neat, workmanlike fence of birch sticks. Here is the home of rabbits, harmless snakes and small fauna of the vicinity.

Near the entrance to the Tell-arium, build a slab cabin to be devoted to nature study purposes. Here may be displayed specimens of woods, minerals, butterflies, moths, beetles, etc. Also a microscope will be available and books and pictures are on the tables and walls.

The Keepers of the Tell-arium should be the campers who compose the Nature Study group and a Counselor is assigned to this group as an Advisor. Here may be carried on a "follow-up" of the school courses, for example, in chemistry an analysis is made of soil and animal tissues. Allied to this there may be biological research. The microscope becomes a "Teller" of interesting, fascinating, bacterial facts. "Bugs" are always an attraction to boys especially. An intelligent study of "cultures" may be carried on by the older campers and counselors. Campers want to know and consequently the Tell-arium is the answer.

Countless other ways of making nature study interesting will suggest themselves to the Camp Director and Counselor who applies this new idea of arousing an interest in and a love for nature among campers. It is another application of the pedagogic law of "learning by doing."

AN OMISSION

The Mills College Camp Leadership Course was unintentionally omitted from the general Conference folder, for which the committee is very sorry indeed. This course has been a part of the Mills College Department of Physical Education for some years and is one of the most successful in the country. The director is Rosalind Cassidy, Professor and Chairman, Department of Physical Education and President of the Pacific Section of the Camp Directors Association.

The Counselor's Certificate of the National C. D. A. is given by Mills College to those who qualify in the following courses:

Organization of Summer Camps
Leadership of Children at Camp
Camp Activities

They must also demonstrate ability to teach at least five of a list of twelve camp activities. The emphasis is placed upon the training of Counselors for the organized camps for girls.

The course is conducted from June 27 to July 26, 1931. Write to Miss Rosalind Cassidy, Mills College, P. O., California.

SPECIAL NOTICE TO MEMBERS

On October 1st the new system of membership dues and their payment will go into effect (see Revised Constitution, Section 3, By-Laws). It is very important that our national records be made as accurate as possible before that date, in order that the work of the Secretary-Treasurer of each Section may not become burdensome or too intricate in character.

All membership data is filed in the national office and includes application forms, payment of dues, booklets and photographs of member camps and other important items. Miss Mattoon, the retiring Secretary-Treasurer has turned over to the present incumbent the records in excellent condition and the files are now in process of being brought up to date. Will members kindly co-operate by notifying us of any *change of address* or transfer of camps. Also send copy of the latest booklet of their camp, copies of the camp newspaper and interesting photographs for the national exhibit. Thank you.

ON THE NATURE OF CAMP FIRES

By WALTER H. SEARS, Camp Wyanoke

"Tell me, were you ever nearer
To the land of heart's desire,
Than when you sat there thinking
With your feet before the fire?"

Whether you arrive in "the land of heart's desire" or in that country where boredom dwells depends a great deal on the nature of the affair. Not that I can ever recall many camp fires that really completely arrived at the last named country, but merely the suggestion of approach to it is something most diligently to be avoided during the eight or nine short weeks of the camping season.

Located as we are only slightly more than one hundred miles from Boston, it has been our custom to have, beginning with the third week-end of the season, large numbers of parents and friends as guests at our weekly Saturday evening camp fire programs. The necessity of planning for the pleasure and interest of the mixed group of campers and parents has meant with us a different type of program from those at which only campers attended. This mixed audience situation has limited us on some points, as, for instance, stunts or skits with local "hits" which, while of humorous "point" to the campers, are often flat and unintelligible to the visitors. On the other hand, we have often incorporated in our programs "talent" from among our guests and in this way have been the gainer in the matter of variety and interest. For those who have guests with any regularity we would suggest this principle. Have a large element of boy participation rather than counselor entertainers. As a rule parents will enjoy that which pleases the campers and parents always get a great "kick" when their own boy has a share in the program.

STORY TELLING ROCK

Our range of camp fire activities covers three different kinds. First are the informal camp fires at the Story Telling Rock. On "free evenings" it is announced there will be story telling at the big rock for those who care to come. A counselor is present to start the ball rolling, and it frequently happens that an excellent story teller comes to light as the boys are encouraged to tell a story of their own. Wyanoke has been fortunate

in having a counselor who was unusually interested in story telling, and his library of source material has been at the disposal of any boy who cared to make use of it. One of the true functions of the summer camp is this drawing out of boys a natural interest in story telling hitherto unknown and unsuspected. It frequently happens that a storyteller worthy of a place on the Saturday night program is uncovered at one of these groups around the rock.

SECTIONAL CAMP FIRES

Next might be mentioned the sectional camp fires. Occasionally during the mid-week each of the three sections — Seniors, Juniors, Midgets — will have camp fires of their own at some point in or near their own part of the camp. These too are informal and consist largely of singing, stunts and a story by some counselor or leader. In Scout Camps where the entire camp is of approximately the same age a "Keith Circuit" plan can be carried out with the acts and the actors making the rounds of the several camp fires.

SATURDAY NIGHT CAMP FIRE

The counselor, or the committee of counselor and boys who have charge of the getting together of the programs for the big weekly Saturday night camp fires, will do well, at the beginning of the season, to make a tent canvass, interviewing each camper as to what, if any, contribution he can make during the season. The ratio of response will range from almost 100% in the midget camp down to about 15% in the senior section. Not having reached the age of self-consciousness, the midgets will volunteer en masse, while the seniors have to be "kidded" into uncovering their talents which, with a newly developed sense of modesty, they prefer to keep hidden. Private hearings of the would-be entertainers should be arranged before it is safe to bill them on the weekly program.

As a "nose for news" is needed by the editor or reporter, so the leader in charge of camp fire programs must have an eye or an ear for all elements of possible fun or entertainment which may lie at hand among the men and boys of the camp. To illustrate what is meant, a tent group, or an overnight camping crowd, will frequently

have some experience which lends itself to presentation as a "stunt" or "take-off." These must be extremely simple as to properties and action, for as a rule the space around the camp fire is limited, and the danger from contact with the fire is such as to restrict the kind of action which can be staged.

PERSONALITY AT A CAMP FIRE

In this connection it is the element of personality which makes a number "go" at a camp fire. One of our campers hailed "from Missouri" in a literal sense, and his drawl as he told about his pet mule "Sneefus" was most infectious. Another counselor, a native of Athens, Georgia, had only to open his mouth to immediately charm his hearers, as he told of raising cotton. It so happens that our colored chef was formerly a student at Hampton Institute where the singing of negro "spirituals" is fostered. Having acquired a choice collection of nonsense songs along with his spirituals, Paul is a great favorite on our programs. A few years ago one of our junior campers formed one of a duet of "harmonica hounds." Last season, having advanced to the role of a junior counselor, he added to our pleasure by some rather virtuoso performances on an instrument known as a "piano accordion." A maker of camp fire programs with any extended experience will readily sense what and who can be sure of "going over" in his camp.

PREPARATION FOR THE CAMP FIRE

A director in assigning this duty to a counselor will do well to provide him with some good reference books from which material and ideas may be had. It has been my practice during the winter to keep a scrap book of verse, short stories, jokes and other suitable material which could be used at our camp fires. Campers do not readily take to the idea of "learning a piece," which savors too much of the old school room idea, but many times they will adapt or parody things for a program. This should be done in advance. As soon as Monday morning comes around it is wise to begin to get ready for the following Saturday night. Have a number of these "pomes" or stories "in the making" all through the season. Time and space will not permit the listing of favorites, but in passing we recall among others, "The Limitations of Youth," by Eugene Field,

"Johnny's History Lesson" (author unknown) and "A Wish" which has but this one verse:

"I wish I were a little rock
A-sitting on a hill,
And not a-doing anything,
But just a-sitting still,
I wouldn't eat, I wouldn't sleep,
I wouldn't even wash,
I'd just sit there a thousand years,
And rest myself, by gosh!"

TRADITIONS

Perhaps about no other phase of camp life does tradition grow so easily and firmly as around the camp fire program. At Wyanoke it is the custom to have the fire lighted as the opening number of the program by one of the youngest boys in the camp. With us certain other numbers are traditional to form a skeleton of framework for every program. It is at the camp fire that the weekly results of our honor point system are read evoking much cheering on the part of the "Blues" and the "Grays." Also there are the written "log" articles in which are described incidents of the current week's happening, hiking trips, athletic events and nature observations. Singing either by sections or by the entire group has a regular place on our program, for we believe in a "singing camp."

The stories of the camp fire are, after all, the heart and soul of the whole matter. Blessed be the director who assembles a staff of counselors with the story telling "knack"! As a general thing a story that is told is more effective than one that is read, but here again it is largely a matter of the personality of the reader or speaker which makes the appeal. Mystery, humor, travel, sports and the perennial "ghost story" all should have their place during the season. There is danger that too ghostly a story will have a disturbing effect on the younger campers, so care must be used in the selection of stories of this type. Each camp has its old favorites which are never outgrown. It is in this realm of story telling that old counselors who happen to drop in for the week-end can be used, as well as certain of the "dads" of the campers of proven ability.

Each week as Saturday evening draws near, there is the question in the mind of the

(Please turn to Page 26)

A WORLD FRIENDSHIP FOREST PROJECT FOR CAMPS

By H. W. GIBSON

Democracy is at its best in a camp. Prejudices common to the every day city and school life are not so prevalent and if the boy or girl is a good camper, ancestry does not matter much.

A number of the older camps have each season invited foreigners to be their guests. For the past few years we have had as the guest of the Camp Directors Association, a representative of the English Speaking Union of the British Empire. This summer we are to have as our guest Miss E. Daniels, of the Girl Guides Association, an organization corresponding to the Girl Scouts. Miss Daniels is assistant to the Head of Camping for the Western Area. She will arrive about July 1st and will be in this country for a period of five to six weeks. She plans to visit camps in New England and around New York. Camps desiring Miss Daniels are requested to write to the secretary of the C.D.A., 11 Beacon Street, Boston, Mass.

Representatives from Belgium, France, Estonia, Jugo-Slavia, Russia, Persia, China, India, Japan, Korea, Mexico, Egypt, Czechoslovakia, Cuba, Germany, France, England, Australia, Poland, Switzerland and many other nations have served as Counselors in American camps. Observers from many foreign educational institutions have carried back to their country the camping idea resulting in the establishment of many camps based upon the American plan and adapted to the needs of the boys and girls of their native land.

The following Friendship Forest project happily blends forestry with world friendship. The idea is worthy of being reproduced in many camps this season.

FRIENDSHIP FOREST

(Y.M.C.A. Boys' Camp, Spirit Lake, Portland, Oregon.)

There are four major steps in the World Brotherhood program of Spirit Lake Camp.

1. The nation to be studied is selected by the boys.
2. Then follows an educational process relating to the nation selected. This is carried out in discussion groups, vesper services, and other meetings. If possible, a competent speaker is secured

to give an address. All offerings taken at Sunday vespers go toward World Brotherhood.

3. After the educational approach a tree is dedicated in "Friendship Forest" as a symbol of the camp's friendship for that nation.
4. The flag of the nation is then hung in the camp lodge.

After a month's study, the boys of Spirit Lake Camp and their leader, a college student, decided on the demonstration they would use for their World Brotherhood pageant.

In the timber reserve about a half mile from camp, they selected a group of giant fir trees, and mapped out a trail to them through the underbrush. The grove was named "FRIENDSHIP FOREST," and in a natural open space among the trees, was prepared a place for the lighting of "THE FIRE OF FRIENDSHIP."

The groups of campers, as they arrived, were told of "FRIENDSHIP FOREST," and asked if they wished to make a study of some foreign country. Before they returned home, they would select a tree from the forest and dedicate it to the country they had studied. The campers undertook the program with enthusiasm and carried the ritual study through to completion.

Detailed description of the ritual follows. However, best results will come when boys and leaders of the camp together develop their own plans in all details, ritual, dialogue and program.

(The boys, each carrying their friendship emblems (sticks), are formed in a double line at camp. They march to within about one hundred feet of "FRIENDSHIP FOREST," and halt to await the *Processional*. Boys having parts in the ritual take their assigned places before the arrival of the campers. Then as the music commences, the two lines with the Color-Bearers at their heads, move forward to form a hollow square about the fire. As the *Processional* music ends, the ritual begins:)

I. PROLOGUE

We are here tonight to dedicate our lives to a high purpose—"peace on earth, good will to

ward men." The history of mankind and his struggle toward higher goals has too often been marked by selfishness and greed, breeding suspicion, hatred, and war. It is our purpose to here dedicate ourselves to the great task of hastening the day when friendship and good will shall govern the relation of nation with nation.

Here in this great cathedral of the out-of-doors where all is peace, and the nightly quiet drops like a benediction of good will on these stately trees, let us pause in the onward rush of life and give thought of how we can best serve our fellowmen.

In a few brief years we shall take our place and play our part as citizens of one of the great nations of the world. May the inspiration of this hour be ever fresh in memory as we assume the duties and obligations of American citizenship; and may we be true to our purpose of practicing the spirit of friendship and good will toward all peoples regardless of race, color, or creed.

MASTER OF FIRE

Our symbol tonight shall be *fire*—at once mankind's greatest friend and most terrible enemy. By fire wisely kindled and controlled, man has risen to his present heights of civilization, but woe betide him when through carelessness and neglect, fire breaks its bounds and gains the mastery. Fire therefore teaches us the necessity of mastery of ourselves, that we in turn may control our lives and direct them as free men. Fire is also a symbol of purification, and we shall so use it tonight—to burn away the dross of our indifference to others, and to rekindle our vision of world-wide fellowship.

Herald Call from Distance—

(Enter a stranger, one of the boys, dressed as a pilgrim or one who has traveled far.)

NORTH FIRE GUARDIAN

Who art thou, friend, and what is thy mission?

MESSANGER

I am a messenger of friendship from Helsingfors.

NORTH FIRE GUARDIAN

What is that thou carriest in thy hand?

MESSANGER

A sacred brand from the fire of International Friendship. (See Note.)

NORTH FIRE GUARDIAN

And its purpose?

MESSANGER

To kindle other fires of International Friendship and good will such as yours.

NORTH FIRE GUARDIAN

Shall we, fellow campers of Spirit Lake, invite this messenger of Friendship to kindle the fire on our altar?

Camp Responds: "Yes."

NORTH FIRE GUARDIAN

Let us proceed, Master of the Fire.

(The messenger hands the brand to the North Fire Guardian, who in turn hands it to the *MASTER OF THE FIRE*, who kindles the fire on the altar. During the lighting of the fire and until the flames are high enough to resume ritual, if possible Kipling's "Recessional" should be softly played.)

SOUTH FIRE GUARDIAN

Will the camp members repeat after me these words:

"May the Warmth and Light of this symbolic fire,
Drive away the coldness of selfishness,
And the darkness of misunderstanding,
And bring to us, and all the world,
A new day of friendship and good will."

EAST FIRE GUARDIAN

Before you is a great mystery. We watch the swift tongues of flame as they leap up into the darkness, eagerly devouring their prey like some fabled monster of old; the countless myriads of sparks rushing heavenward; the grateful warmth and friendly life, all add to our fascination and awe. Small wonder our ancestors worshipped *fire* as one of their most powerful gods—we, too, stand awed by its power, but know that we have within us God-given powers to which even fire must yield.

We want this night to give of *ourselves*, of our *spirit*, and of our substance to the high purpose that has called us together.

As this fire, facing East and West, North and South, faces all the world, so must we face the world with our determination that friendship and good will shall go out from us to all the peoples of the earth.

And now as the roll is called, let each boy come forward and place his "emblem of friendship" upon the fire, silently reminding himself that by this act he pledges himself to the cause of International Friendship and Good Will. (The camp then places their sticks on the fire by roll call. Some impressive selection, such as "Oh Love That Will Not Let Me Go" should be played.)

WEST FIRE GUARDIAN (Prayer)

"Oh God, who art the Father of Light and Love, help us to know that the Light which comes from Thee will scatter the mists of fear, envy, suspicion, and greed, which have blinded our eyes and thrust us asunder. Teach us to see that as nature abounds in variation, so differences in human beings, make for richness in the common life. May we share with each other the best gifts, and build anew a world for Man and so for Thee. Amen."

II. PROLOGUE

In accordance with our custom, we have been studying together the history of (Mexico), one of the great nations of the world. Not only have we become interested in the wonderful story of her progress along the pathways of national achievement, but we have grown to respect and honor her heroic men and women, contributing as they have their full measure of sacrifice to the common cause of human progress.

As American boys, we are naturally proud of our heritage, but not more so than the boys of (Mexico) are of theirs.

Let us now join in the service of dedication of a tree in "Friendship Forest" as a symbol of our friendship for the boys of (Mexico).

DEDICATION OF TREE. (The tree selected in advance has had placed upon it an appropriate tablet, veiled with the flag of the nation it represents.)

Leader: As a symbol of our growing friendship for the great nation of (Mexico), we, the boys of Spirit Lake Camp, have come to dedicate this tree in "Friendship Forest."

As I read the service of dedication will the camp members respond in unison as I give the signal saying "We dedicate this tree."

Leader: Almighty God, that we who are members of different races and faiths, might learn that Thou art the Father of us all—

Camp: We dedicate this tree.

Leader: To our endeavor to bring about a greater respect and understanding between ourselves, and between our nation and the great nation of (Mexico)—

Camp: We dedicate this tree.

Leader: That we may know that despite our differences, our hopes, our fears, and our aspirations are the same—

Camp: We dedicate this tree.

Leader: That we may honor where honor is due, regardless of race, color or circumstances—

Camp: We dedicate this tree.

Leader: That we may learn to transcend our differences through the deeper unities of the spirit, in friendship, and in co-operation—

Camp: We dedicate this tree.

Leader: That we may walk in friendship and good will together in a human world fashioned under Thy guidance—

Camp: We dedicate this tree.

Leader: In the name of the boys of Spirit Lake Camp, and as a token of our friendship for the boys of (Mexico), I unveil this tablet (*have spotlight turned on tablet*), and place the flag of Mexico with the Stars and Stripes. It shall be carried from here to its permanent home in the Camp Lodge, there to have an honored place with the flags of other nations with whom the boys of the Spirit Lake Camp have thus symbolized their friendship.

Leader: (Reads the following poem):

My country is the world;
My flag with stars impearled
Fills all the skies,
All the round earth I claim,
Peoples of every name;
And all inspiring fame,
My heart would prize.

The days of pack and clan
Shall yield to love of man;
When war flags are furled;
We shall be done with hate,

And strife of state with state.

When man with man shall mate,

O'er all the world.

PRAYER

CORNET SOLO: "Star Spangled Banner"

The color-bearers step to the center of square and remain at attention; the Camp also comes to salute. Then as organ takes up the Recessional the color-bearers move forward and the Camp falls in line and returns to the Lodge, where the flag of Mexico is appropriately hung on the Lodge wall in a permanent place of honor.

NOTE: In 1925 at the International Boys' Camp, at Vaumarcus, Switzerland, at the Peace Torch Ceremony, boys of seventeen countries, each draped in his nation's flag, marched into the Camp Fire light and formed a circle, each one repeating in his own language the words:

"The boys of my country wish to join hands with young people everywhere."

When the Camp was broken up, each boy carried a peace torch, which he had lighted at the fire, away with him. Similar ceremonies have been held in each of the seventeen countries by the boys who participated in this unique and at the same time, significant Camp Fire.

SOURCE MATERIAL FOR OTHER PROJECTS

Pageant — "*The Temple of Youth*", based upon the idea of World Brotherhood. About a dozen boys participate. Write to Norman L. Macdonald, 19 South LaSalle St., Chicago, Illinois.

The following five pamphlets may be secured from the League of Nations Non-Partisan Association, 6 East 39th St., New York City.

Training in Summer Camps for World Co-operation. Bulletin No. 3, 5c.

Seeing the World — a brief description of the World Constitutions of thirty-five countries, 5c.

International Guide and Material, descriptive of many lands and peoples. Bulletin No. 4, 10c.

An International Church Service, free.

An Outline for Model Assembly of the League of Nations. Free.

AN ADVENTURE IN FUN AND FRIENDSHIP

By SIDNEY L. GULICK, Secretary Committee on World Friendship Among Children

May I tell, for the benefit of campers this summer, of a rare chance for fun, friendship and real helpfulness?

But first I must set the background. During the past few months young people in the United States have been receiving letters

by the thousands from young Filipinos, expressing their thanks and good will for the 28,000 Friendship Treasure Chests sent from the United States during 1930 and distributed at the end of December. Practically every class in every public school received a

chest, and the 750,000 gifts in the chests went to as many children. Receptions to the chests given by every school and by hundreds of villages, towns and cities, disclosed to hundreds of thousands of Filipinos, adults as well as young people, that there are friendly people in the United States.

Another friendship project is now in progress, — with Porto Rico. Colonel Theodore Roosevelt, Governor of the Island, has appealed to the American people for help for the 201,000 children in that island who are badly undernourished, many of them starving.

Arrangements have been made by the Friendship Treasure Chest Committee with Colonel Roosevelt's Committee by which

America's young people are invited to send chests packed with useful articles and toys and letters, to carry happiness, joy and goodwill. Into each chest will also go a card indicating how many hot lunches Col. Roosevelt's Committee may give the children. One hot lunch costs 5c.

A pamphlet giving full directions may be secured from Sidney L. Gulick, 289 Fourth Avenue, New York.

It is believed that young people in camps might well share in this adventure in friendship and mercy, packing the chest with treasures that will carry both joy and health.

Send for a pamphlet and consider what you and your fellow campers may do.



"ABANDON"

"WHAT TYPE OF DANCING SHALL WE GIVE OUR CAMPERS?"

A Short History of the Modern Dance*

By PORTIA MANSFIELD, Perry-Mansfield Camps

John Martin, the dance critic of the New York Times, tells us the reason dancers dance is because they cannot talk, that they would never go to all the trouble and physical exertion of learning to dance if they could put their ideas in words. However, he softened it by adding that the art of the dance does really transcend verbal expression and that in the dance we feel the overtones of mean-

ing which begin where words leave off.

CAMP DIRECTORS CONFUSED WITH DIVERSITY OF SYSTEMS

It seems that Camp Directors are quite confused as to what type of dancing is most valuable to give to their campers, and I don't blame them because there has been a most

*A paper read at the Washington Meeting of the C. D. A.—March 5-8, 1931.

amazing development in America during the past twenty years which has almost equalled that of the whole history of the dance up to the beginning of the twentieth century.

STEADY PROGRESS—VITAL CONTRIBUTIONS OF ALL

My experience of twenty years as an enthusiastic student and teacher of the dance, and of sixteen years of experimenting with almost every type of dancing in the camps which I have organized with Charlotte Perry, has led me to believe that no one system is all wrong and that no one is quite perfect. However, there has been a steady progress forward in the whole dance conception and our chief ambition should be to continue this progression and development through our efforts and our most sincere creative powers.

In order for us to decide what type of dancing will give the most beneficial results to our campers, let us hastily go through the systems of the various schools and realize the great contributions each has made. Although I may mention what I believe to be their short-comings, I believe their values have far outweighed their lacks.

GILBERT FORERUNNER OF "AESTHETIC"

Before I went to college, I had a very few lessons in so-called fancy dancing, and the most outstanding was the Skirt Dance and the Highland Fling. The feet alone, or at least the leg below the hips, was the only part of the body participating in active movement. In 1906 to 1910 I was at Smith College, — the dancing there given was the so-called Gilbert method. We danced in heavy serge bloomers, about four yards of material in each leg, and over this was worn a circular woolen skirt; a serge waist was also worn and long cotton black ribbed stockings. The skirt was held between the thumb and middle finger of each hand, and there was always a curved line from the shoulder to the finger tips. This position never varied during the entire hour of the dancing lesson. The only steps taken were somewhat on the order of step, step, point the toe, and an occasional stilted pirouette, and sometimes a little leap from one foot to the other. However, in comparison to the drill work in the class of Swedish gymnastics this was highly exhilarating and one could leap about and feel somewhat fairylike and free.

CHALIF — SIMPLIFIED BALLET — NATIONAL — CHARACTER

After college I went to the Chalif Normal School in New York. This was indeed an eye-opener in comparison to the Gilbert work. In the first place, much better music was used, and pantomime was introduced. His work was in a modified ballet style, but contained much opportunity for expression. I feel that Mr. Chalif did much for the dance in bringing to us the folk and national dances of the whole world and giving us an idea of a somewhat freer form of the dance. It has been especially suitable for educational work as the positions were not extreme and the material was very unsophisticated and simple. It was then thought that great strides were being made in the modification of the dancing costume as the wool was replaced by black silk, the cotton stockings by black silk stockings, altho the bloomers met the stockings above the knees. If any criticism could be made of Mr. Chalif's type of work, it would be that it was for the student a temptation to imitate and not create, and was, perhaps, somewhat lacking in dynamic power, and also, as often happens when the composer has to do too much creative work, the product must suffer in a sort of sameness and also in a lack of inspiration.

AESTHETIC WAS NOT HELD UP TO ANY STANDARDS OF ART

The following summer I went to the Cambridge Normal School of Dancing. This work was again on the lines of the Gilbert School, but was somewhat modified and freer and was called Aesthetic Dancing. We were asked to compose an original dance for our graduation exercise and in mine I felt something must be done to express the freedom and vitality of the music. I introduced a movement, clasping the hands over the head, drawing my body somewhat backwards, and this dance caused great controversy among the students as to whether I had any right to put in any movements which were not contained in the five positions. However, upon the strength of this dance I was asked to return the following season as an instructor.

ITALIAN BALLET

The following year I went abroad to study the Italian Ballet work. The precision of technique was new and proved an incentive

to master something along the lines of more perfection of foot and leg work. Of course, all this work was pure imitation and the body was used not at all — expression, if any, was entirely superficial.

GREEK, NATURAL OR DUNCAN

At this same time came the influence of Isadora Duncan. We all donned long flowing robes made of many layers of chiffon. Most teachers had their classes wear underwear and long stockings and ballet slippers. Technique was entirely discarded and one became a nymph flitting about gayly with the hand at the ear listening to a bird. One blew an imaginary pipe or tossed balloons into the air, one drank imaginary water from the hand out of a babbling brook, — beckoned to clouds. One was supremely happy and "expressing oneself." Nevertheless, even though this is the easiest sort or type of dance to burlesque, it was perhaps the greatest contribution up to that time to the development of the dance.

"IMPROVISATION"

It was the first opportunity that the student of the dance had to put self-expression into her work. Improvisation gave the first chance for her to create instead of imitate and to feel a vital reaction occasioned by her contact with beautiful music. My criticism of this dancing would be that it is too subjective and too sentimental. One danced about in a sort of day dream and there was too little use of the mind and intelligence and practically no checking up from the observer's point of view of the laws of design in art.

RUSSIAN BALLET

The following winter I continued my study of the dance, it now being Russian Ballet, with Pavley and Oukrainsky in Chicago and I became a member of their first company. The influence of the Isadora Duncan school was decidedly felt in this ballet work. For the exacting technique of the French and Italian Ballet School was substituted one of more vitality and freedom and movement. More stress was put upon expression. Ideas and even stories were worked out in pantomime and dance. The work was stimulating and interesting and because of the extreme physical exertion necessary, it seemed the most satisfactory type of dance I had as yet studied. However, upon looking back

now, I feel that it was somewhat decadent. It was too newly sophisticated and over ornate. The two types of work were thrown together and were not exactly in tune. For instance, the Greek dance with lyric characteristics was interpreted with classic ballet technique and was costumed in tights and toe shoes. In an effort for effect their dancers showed a lack of artistic sincerity and a shallowness of emotional feeling even though the themes or ideas chosen were sufficiently sincere or deep.

DENISHAWN — ORIENTAL — CONTRIBUTION ORIGINAL IDEAS — STANDARDS OF ART

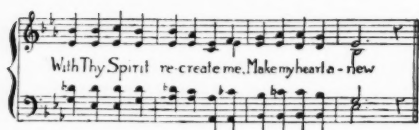
The value of the contribution which Denishawn has made to the Dance development in America can hardly be exaggerated — Miss St. Denis in bringing to us the atmosphere of the East, and both she and Mr. Shawn with their unending fatigue, doing difficult pioneer work of bringing more artistic dance form to the less cultured localities of our own country.

NATURAL DANCING — BENTLEY — NOYES

The following season I studied two highly contrasting types of work. One was the natural rhythmic school, originated by Alice Bentley. The other was the work of Jaques Dalcroze. Miss Bentley brought out the principles underlying the Greek or Isadora Duncan dancing. She brought system into the work and created a group of fundamental exercises which were highly beneficial and valuable. She was the first to bring the necessary emphasis into the value of relaxation in dancing. She also put emphasis on the fact that all motion should proceed *from* the center of the body *out* through the various members. She took many of her movements from those of animals and nature. I feel these fundamentals to be a most valuable contribution. It seems to me, however, that the outgrowth of her method tends toward sentimentality — too much stress on the emotional side, too little on the mental. For instance, one is to put oneself into sort of a trance feeling that one is a tree or a starfish at the bottom of the sea, and to let this feeling alone motivate one's action. This method of approach has proved very valuable in some instances, and I believe has

(Please turn to Page 28)

CAMP DIRECTORS ASSOCIATION PRIZE CAMP HYMN



2
Like Thy springs and running waters
Make me crystal pure.
Like Thy rocks of towering grandeur
Make me strong and sure.

3
Like Thy dancing waves in sunlight
Make me glad and free,
Like the straightness of the pine trees
Let me upright be.

4
Like the arching of the heavens
Lift my thoughts above,
Turn my dreams to noble action -
Ministries of love.

5
God, Who touchest Earth with beauty,
Make me lovely too,
Keep me ever, by Thy Spirit,
Pure, and strong and true.

Music by
James Edmund Jones

Mary S. Edgar
Glen Bernard Camp

MUSIC IN CAMP

By JAS. EDMUND JONES, Toronto, Canada. Author of "Wild Flowers," "Wild Ferns"
Composer of the Music of Prize Camp Hymn

To say that music is one of the most important factors in a well-planned camp is merely a truism. To dilate in general terms upon this statement would be an easy task. But the readers of this magazine will be more interested in a few practical suggestions from one who has been a song leader, a songwriter, a pianist, and an organist for over forty years.

First let us jot down some suggestions as to the seating of those who take part in the "sing-song."

Insist on the singers sitting close together, but not too close to be uncomfortable. They cannot sing together if they are scattered, and if some of them lack confidence, they are liable to be less vocal if isolated or in scattered groups.

Let not the leader monopolize the leading. Let him select at least three or four of his best singers, and place them together,

facing the rest of the company, so that there may be a good volume of sound, especially when the group are learning a new song. Correct errors promptly, before any of the singers make it difficult to unlearn mistakes. The picked singers and the leader can sing the difficult passage several times by themselves.

While the group is assembling, it is well to play over the tune several times. Some of the group may be quick in picking up a tune, and may become familiar with it before the singing begins.

The leader must stand where all the group can see him without turning their heads. The singers get soon tired of keeping their necks in an uncomfortable position. Start a "sing-song" on time, as the singing attracts the loiterers.

After the song is learned correctly, the leader's voice should not dominate the chorus.

He should insist on some other of the company taking his place from time to time. He thus develops new leaders.

Never start an "action song" without making sure that everyone understands all the directions, and is in a position to see how they are done. If necessary, let the leader or his assistants sing the song through once before asking the audience to take part. Sometimes it is well to play over the music two or three times before singing, the leader insisting on quiet while this is done.

Now a few words, as to the choice and qualifications of song-leaders.

A leader must be enthusiastic, but not too boisterous or critical. It is a mistake in many cases to tell the singers that they have done very badly, and must make a better effort. They are there for fun, and fault-finding in camp is never popular. The leader must be patient and good-humored, and careful not to embarrass any individual singer by criticism.

If the leader uses the position to glorify himself, instead of training new leaders, he is missing his best chance of making a permanent impression on the group.

When conducting, let him raise his hands well above his shoulders, so that everyone can follow the beat, and be the more easily roused to enthusiasm. Use the left hand to indicate volume, and use hands and arms in a commanding manner.

No leader should be ignorant of the proper method to indicate by his time-beats the difference between triple-time, four-time, etc.

The leader should be careful not to tire the group by continuous singing. Let him intersperse the singing with some good stories, especially with some history of the song or hymn that has been sung. Get some of the group to sing solos, even if it means only that the verses are solos, and the refrain is in chorus.

It is most important not to tire out the singers by too strenuous effort. Let them sing alternately sitting and standing. It is remarkable what a relief it is to occasionally stand and stretch oneself. Try to get everyone of the group to sing. One chatterer may spoil the whole effect.

And now a few words as to the songs and hymns to be sung, and the kind of music to choose.

It will be impossible to cut out all jazz. If there is a stern effect made to do this, the

result may be to estrange the sympathies of some of the singers. They will feel instinctively the inferior quality of trashy music, and will call for it less and less as the leader teaches them to appreciate the better kind.

It is a good thing to read over, and even memorize the words, before teaching the tune. If the words are first-class, and the singers are attracted by them before they learn the tune, the result is much more satisfactory and lasting. It is much easier to learn a tune, if one knows the words.

In ordinary groups the tendency is to be satisfied with too few songs. A wise leader will introduce many new songs, which soon become old songs to the campers, who delight to return to the city with a new supply of songs that they can talk about to their less fortunate acquaintances. A really capable leader will be able to make his group desire greatly to learn new songs. He must not attempt to teach a song he does not know, and does not sing well himself, as a poor rendition of a new song creates a very bad impression. Always sing a new song slowly at first. It is easier to learn it thus. Later it may be sung faster. The leader should not attempt to teach a song before he has memorized it. It is a good plan to hum the tune quietly before singing it at full steam. It gives variety to occasionally whistle the tune. A really capable leader will have chosen his songs and hymns before the meeting, even if he makes a show of consulting his group members later. When a new song is tackled, it tends to variety if the whole group join in reading over the words first, the leader pointing out any special attractiveness in words or phrases.

Let the leader always remember that tastes differ, and most people like variety—sacred, national, negro, sentimental, comic, out-of-doors, and greeting-songs, and even French and Latin songs on occasion.

Appeal to the singers' brains and hearts, and impress upon them that noise does not mean success. Above all things never miss a chance to extol good music, and encourage appreciation thereof.

If the piano is very poor, better do without it. If the pianist is incapable, get him or her to join the choir.

Be satisfied only with the best that the group can do. In order to secure this the leader must contribute his best.

The Camping Magazine

THE OFFICIAL JOURNAL OF THE
CAMP DIRECTORS ASSOCIATION

VOL. III JUNE, 1931 No. 9

25c. per copy. \$2.00 per year

Entered as second class matter, January 2, 1930,
at the Post Office at Boston, Mass., under the
Act of March 3, 1879.

Subscription covered by membership in Camp
Directors Association.

H. W. GIBSON.....*Editor-in-Chief*

C. D. A. NATIONAL OFFICE

Room 703, 11 Beacon Street, Boston, Mass.
HAYmarket 5332

EDITORIAL STAFF

Laura I. Mattoon,
Wolfeboro, N. H.

Chas. E. Hendry,
5315 Drexel Avenue, Chicago, Ill.

Robert Snaddon,
2114 Kendall Ave., Madison, Wis.

Leslie W. Lyons,
7415 Carleton Ave., St. Louis, Mo.

Clarence E. Allen,
The Rivers School, Brookline, Mass.

Rosalind Cassidy,
Mills College, Mills College P. O. Calif.

Frank H. Cheley,
601 Steele St., Denver, Colo.

Mrs. T. C. McKee, Jr.,
342 Moore St., Bristol, Va.

Mrs. Bertha S. Gruenberg,
227 W. Horter St., Germantown, Phila.,
Penna.

Published at 152 Purchase Street, Boston, Mass.

Business and Advertising Office, Address

ROBERT W. WILLIAMSON, *Business Mgr.*

c/o T. O. METCALF COMPANY

152 Purchase Street

Boston

EDITORIAL JOTTINGS

"Au Revoir until October"

THIS NUMBER OF CAMPING will complete Vol. III. Many valuable articles and much worth-while information has appeared in each issue which will be found very helpful in planning your camp program this summer. Take the nine numbers with you to camp.

WE ARE INDEBTED to the many who have made CAMPING a success and particularly to those firms who have advertised in its pages. Without their generous co-operation, we could not publish this official journal. Members should give preference to these firms when purchasing equipment and supplies.

PROGRAM MATERIAL is majored in this number. Camp Fires, Ceremonials, Dancing, Life Saving and Swimming, and A World Friendship Forest Project are featured. Why not send for extra copies to place in the hands of Counselors? Price 15c each.

BY REVISION OF THE CONSTITUTION AND BY-LAWS, a yearly rate of \$2.00 was established for the official journal CAMPING. Paid-up members of the C. D. A. receive the magazine free.

MARCH 3, 4, 5, 6, are the dates for the 1932 National Meeting of the C. D. A. Mark the dates now on your calendar. Many new features will be introduced and a brilliant program is now in the making.

THE OFFICIAL EMBLEM OF THE C. D. A. is copyrighted and must not be reproduced or used without permission. Cuts of the emblem are now available to members at 50c each. Sizes 9/16" and 1 1/4". Send orders to the National Office.

MAY THE SEASON OF 1932 weather the financial strain and bring to Directors, Counselors, and Campers much enrichment of mind, body and spirit.

THREE BOOKS FOR THE CAMP LIBRARY

MUSHROOMS, FERNS, AND GRASSES. Jas. Edmund Jones. 75c. National Boys' Work Board, 21 Dundas Square, Toronto.

A companion book to "Some Familiar Wild Flowers" compiled by the same author. Contains more than 10 beautiful half-tone cuts of mushrooms, ferns, and grasses in ad-

dition to interesting chapters on Photographing Nature, Preservation of Specimens, Nature Games and an excellent selection of poems on nature. It is a convenient little book of 96 pages and can be carried in the pocket. The author has a fascinating way of describing his subject which adds to the interest of the book. Mr. Jones is also a musician and an article on Music will be found on page 14 of this issue of CAMPING.

METHODS OF BIRD STUDY AND BIRD STUDY

FIELD BOOK. Mrs. A. B. Funk. Iowa Pupils' Reading Circle. 415 Shops Building, Des Moines, Iowa. 50c and 25c.

Methods of Bird Study, contains 58 loose leaves of descriptive material and as many blank leaves for notes. It has a serviceable cover capable of standing considerable wear and is just the kind of a book that campers can use in the open without fear of soiling. The book tells How to Acquire and Use Bird Lists, How to Attract the Birds, How to Make Bird Study Interesting, How to Prepare for Bird Trips, What to do on Trips, Identifying Birds, Following up the Results of Trips, also an unusual Bibliography including

State Publications, Regional Publications, and Publications for General Use. The Bird Study Field Book is a loose leaf book for use when on a trip in recording birds seen. The books have been written by a woman who has had actual experience in interesting children in bird study and therefore knows how.

PERSONALITY IN ITS TEENS. W. Ryland Boorman. The Macmillan Co. \$2.50.

Directors of older boy camps will find this book on the social psychology of adolescence one of unusual worth. So much literature on the subject has appeared recently, good, bad and indifferent, which makes one hesitate in recommending another book dealing with personality, but here is a book written out of a rich experience and contact with boys in their teens, covering many years. Sanity of viewpoint, avoidance of the extreme scientific attitude, sympathetic understanding of youth are displayed in every chapter. The chapter on The Historical Background is an analysis of the many schools of thought on the subject and contributions made to the study of the social sciences. Personalities are classified into under-organized, well-organized, over-organized and disorganized. Each chapter is rich in case study. Be sure and purchase this book to take to camp for use in counselor group meetings.

DUTIES OF A TRIP LEADER

By MAYNARD L. CARPENTER, Chairman Campcraft Committee, C. D. A.

1. To make the trip an experience which will be so pleasantly remembered, as to be of lifetime inspiration and value.
2. To develop an appreciation of the territory covered and of those who made the trip possible. (Trail builders and all early pioneers.)
3. To teach simple and effective methods of travel and living out-of-doors.
4. To encourage initiative and leadership in the campers by delegating reasonable responsibility.

MINIMUM REQUIREMENTS OF A TRIP LEADER

1. Must be physically up to what is required.
2. Must have shown previous leadership ability and be able to command the respect and control of the group at all times.
3. Must know the technic of trip organization.
4. Must be cheerful, resourceful and imaginative.
5. Must by observation be able to sense the physical and mental condition of each member of the group so as to stop considerably before the point of exhaustion.
6. (This may be delegated to another of the party.) Must have a general knowledge of the country traveled and definite information as to water supply, distances, shelters and obstacles. Should be able to locate points of interest.
7. (This may be delegated to another of the

party.) Must be able to perform simple first aid and know what to do in case of serious injury or illness.

8. (This may be delegated to another member of the party.) Must have knowledge of keeping and storage of food, out-of-door cooking, fire building, out-of-door sleeping, sanitary precautions and resistance of pests.

THE TECHNIC OF TRIP ORGANIZATION

1. CHOOSING GROUP. Only those who are physically able to keep up with the majority should go. Transportation equipment should not be crowded.
2. LEADERSHIP. Always two and at least one more for each additional five campers.
3. EQUIPMENT.

Packs. Basket, Army, Board and Small Roll. Campers always light, especially girls.

Shelter. Permanent, tents, lean-to, canoe.

Blankets. Hudson Bay or equivalent and poncho, or windproof case. Not too heavy to carry, not too light for warmth.

Tools. Sharp, light axe. Whetstone, hunting knife, compass and waterproof match safe.

Utensils. "Nesting" set of aluminum or heavy tin for cooking. Tin cups and plates. No agate. Long spoon, long fork, covers, folding reflector oven, individual knife, fork and spoon.

Clothing. Double stockings for hiking. Head covering if needed. Light wool

outerclothing rather than cotton. Extra shirt for storm. Approved shoes. Personal necessities.

Etc. Whistle, notebook and pencil, money for leader.

4. **FOOD.** Carefully planned ahead for all meals. Listed and packed from list. Balanced menu. Easy to carry, prepare, eat and digest. Attractive (Cinnamon toast). Beware "Hot Dogs" and other spiced meals. Salty food on dry trail.
5. **SUPERVISION.** Always a leader in front and always a-leader in back. *Keep group together.* Slowest hikers in front but frequent changes in position breaks monotony. On highway—together in line over as far as possible on the LEFT side. Allow plenty of time but do not loiter. Rests depend upon weather, trail, pests and people. Youth needs adventure and the hard trail appeals BUT never hesitate to turn back if it should be done.
6. **ANTICIPATION.** History of destination and trail presented in an attractive way.
7. **REALIZATION.** Find landmarks along the trail, enjoy and appreciate the destination.
8. **APPEARANCE.** No needless conversation with outsiders. Camp is judged by appearance and action of group. Respect other people's property—whether land, fences, woodland, cars or store.
9. **PRECAUTIONS.** Keep group together. Follow guide book or guide. Use care in regard drinking water, garbage, poison shrubs, camp site, wood pests, fire, conservation, exposure and swimming. Check up before dark on blisters, cuts, bites, etc. Make careful sanitary arrangements.

A few books and bulletins in which there are suggestions of value for campcraft and trail work. There are many others.

Of a general nature:

Camping and Character—Dimock and Hendry.

Camping and Woodcraft—Horace Kephart.

In the Wilderness—Charles Dudley Warner.

The Forest—Stewart Edward White.

Woodcraft—Nessmuk.

Camp Craft—W. D. Miller.

Trail Craft—Fordyce.

Boy Scout Manual

Appalachian Mountain Club Guide Book and other Publication.

The Camping Magazine—Camp Directors Association.

Camp Life Magazine—Camp Directors Publishing Company.

Notes on Campcraft Conference, 1930—Camp Carter.

Cheley's Loose Leaf Library.

Gibson's Loose Leaf Library.

Campcraft and Woodlore—Canadian National Railways (Free).

Camp Cooking:

Camp Cookery—Kephart.

Campfires and Cookery—Palker. Cornell Dept. Rural Education.

Camp cooking for Camp Leaders—Agatha Deming.

Jackknife Cookery—Wilder.

Camp Grub—Jussup.

The following will send some very interesting booklets free of charge:

Royal Baking Powder Co., 100 East 42nd St., N. Y. Educational Dept.

Kellogg Co., Battle Creek, Mich. Home Ec. Dept.

Battle Creek Food Co., Battle Creek, Mich.

Postum Co., Battle Creek, Mich.

Ralston Purina Co., St. Louis, Mo.

Evaporated Milk Assn., 231 South La-Salle St., Chicago, Ill.

Stars, Etc.:

The Sky in Spring and Summer Months—Louise Brown.

A Trip to the Moon—Louise Brown.

Myths and Marvels of Astronomy—Proctor.

Star Charts—Hammett.

The Stars Thru Magic Casements—Williamson.

Free Government Bulletins:

#796 Some Mushrooms.

712 School Lunches.

717 Food for Young Children.

1313 Good Proportion in Diet.

497 Some Common Birds.

630 Some Common Birds.

631 How to Attract Birds.

NOTE: Miss Marjorie Camp assisted in this compilation of the duties of a Trip Leader.



THE MOHICAN MASCOT AND THE WYCONDA MUGWUMP TALK IT OVER

CAMP DIRECTORS ASSOCIATION AND THE AMERICAN RED CROSS

Swimming and Life Saving Tests

At the annual meeting of the Camp Directors Association held in Washington, March 7, 1931, the Association passed a resolution accepting as its official minimum standards in Swimming, Life Saving, Diving, Swimming Pool, Leadership, Boating, Canoeing, Camp Waterfront Leadership and First Aid, the standards of the American Red Cross in these respective fields.

In order to determine how this decision will affect those who have passed the C. D. A. swimming and life saving tests from time to time, the following information will serve as a guide:

CAMP DIRECTORS ASSOCIATION

Counselors

1. Holders of Permanent Emblems
2. Holders of C. D. A. Gold Star (Conference) Emblems
3. Holders of C. D. A. White Star (Expert) Emblems
4. Holders of C. D. A. Red Star Emblems

Campers

1. Holders of C. D. A. Senior Campers' Swimming Emblems
2. Holders of C. D. A. Junior Emblems
3. Holders of C. D. A. Elementary Emblems

AMERICAN RED CROSS

Given credit for Standard Swimming, Standard Diving and Standard Life Saving Courses; but must pass Red Cross Examiner's test for training in method, and renew at least every two years.

Given credit for Standard Swimming, Standard Diving and Standard Life Saving Courses and attendance at Institute; but must pass Red Cross Examiner's test for training in method and renew at least every two years.

Given credit for Advanced Swimming, Advanced Diving and Standard Life Saving Courses and attendance at Institute; but must pass Red Cross Examiner's test for training in method and renew at least every two years.

Given credit for Standard Swimming, Standard Diving and Standard Life Saving Courses but not for attendance at Institute. Must attend Institute to be acceptable for Camp Swimming Leadership. Must pass Red Cross Examiner's test for training in method and renew at least every two years.

Eligible for advanced work on same basis as Red Cross Senior Life Saver. Must be 20 years old to be eligible for examiner's test and have renewed senior test within three years.

Eligible for advanced test on same basis as holders of Red Cross Junior Emblems. Must be 17 years old to be eligible for Senior Red Cross tests.

Eligible on same basis as those who completed Red Cross Swimmer's test. Must be 12 years old to be eligible for Junior Red Cross tests.

You will note that the Red Cross is giving credit for the work done under the auspices of the C. D. A. Inasmuch as the Red Cross recognizes no "permanent" emblems of its own, it is not to be expected that it will recognize "permanent" emblems given by the C. D. A., and it is of course logical that those who are to give Red Cross examinations should have passed the Red Cross Examiner's tests for training in method. In actual practice this will affect very few C. D. A. examiners as they are, almost without exception, Red Cross examiners also.

It is important for Directors and Swimming Counselors to bear in mind that the Red Cross and its Advisory Committee composed of representatives from various organizations, including the C. D. A., believes that attendance at one Conference or Institute is a necessary minimum for leadership of waterfront program at any camp.

At the American Red Cross Institutes to be held this spring the following courses will be given:

First Aid—Standard, Advanced, Special
 Swimming—Standard, Advanced, Special
 Diving—Standard, Advanced, Special
 Life Saving—Standard or Senior, Advanced or Examiner
 Boating—Standard, Advanced
 Canoeing—Standard, Advanced
 Recreational Swimming—Standard
 Camp Waterfront Leadership—Standard
 Pageantry—Standard
 Swimming Pool Leadership—Standard

Counselors who have completed the standard First Aid and water courses prior to arrival at the Institute will be eligible for enrollment in the advanced courses.

Institutes in the spring of 1931 will be conducted at the following points:

Eastern Area Institutes, June 17-27, 1931.

Camp Sherman, Brimfield, Mass.

Chautauqua Institution, Chautauqua, N. Y.

Camp Brooklyn, Narrowsburg, N. Y.

Camp Pawatinika, Annapolis, Md.

Camp Illahee, Brevard, N. C.

Midwestern Area Institutes.

Camp Wabun Annull, Kerrville, Texas, June 11-20

Oak Point Camp, Square Lake, Minnesota, June 11-20

Lake Lucerne, Eureka Springs, Arkansas, June 15-24

Lake Lawn, Delavan, Wisconsin, June 11-20

Pacific Area Institutes.

Gwinwood, Hicks Lake, Lacey, Washington, June 21-July 3

Mills College, Oakland, California, June 16-27

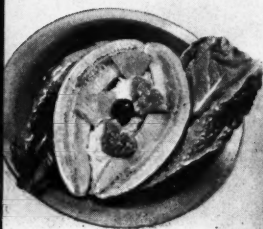
Folders describing the courses of study at these Institutes will be mailed upon receipt of requests. At practically all Institutes the cost of tuition, room, board and insignia earned is \$30.00 for the Institute period.

In connection with the Institute to be held at Camp Brooklyn, Narrowsburg, N. Y., a Special Boat and Canoe Counselors' Training School will be operated in addition to but as a part of the regular Institute and will include only those courses that are intended primarily for the training of men and women as Boat and Canoe Counselors. Students enrolled in this Special Boat and Canoe School, in order to be eligible for the entire boat and canoe work, must have completed standard First Aid and the senior Life Saving course before arrival at the Institute. Those who have not completed this work prior to arrival at the Institute will be given opportunity to take these courses, but will not have an opportunity to take river work or sailing.

Camp Directors are cautioned that examiner's certificates are issued for the calendar year only. In order to be eligible for reappointment it is necessary for each examiner to review the work and receive additional instructions at least once every two years.



**WITH MILK FOR
BREAKFAST**



**A "BANANA SPLIT" SALAD
FOR LUNCH**



"ON THE HIKE"

BANANAS *in* *the* **CAMP**

*See how perfectly
BANANAS meet every
Camp Food requirement:*

Food Value. The banana's 100 calories make a popular, nourishing food for hungry youngsters.

Balance Value. Bananas with milk make a practically "complete food."

Digestibility. When ripe, or if cooked when partially ripe, no food is more digestible than bananas.

Cleanliness and Safety. The banana's skin is dust-proof and germ-proof.

Availability. Every cross-roads store keeps bananas all summer long.

Economy. Bite for bite, bananas furnish more fuel value for less money than most common foods.

Palatability. What growing boy or girl ever had enough bananas!

CAMP DIRECTORS are turning to bananas as standard equipment. Few foods fit so readily into camp activities—at regular meals, on the hike, broiled in the open. Bananas can travel for hours in pockets or knapsacks, protected by their sturdy skins, and are instantly ready to yield quick, new energy to active bodies.

Plan now to make full use of this valuable food-fruit this summer. Buy bananas when green-tipped, and hang them up until ready for use. Then, when needed, they will be all yellow and brown-freckled with ripeness. Our booklet shows dozens of new ways to use them. Coupon brings free copy.

SEND FOR FREE BANANA RECIPES

UNITED FRUIT COMPANY

Educational Department

1 Federal Street, Boston, Mass.

Please send free copy of illustrated recipe book,

"The New Banana."

Name

Camp

Address

City.....State.....

Further information will be gladly furnished upon receipt of request addressed to Mr. Harold F. Enlows, Director, First Aid and Life Saving, American National Red Cross, Washington, D. C.

MAKING THE CODE OF ETHICS EFFECTIVE

The Southwestern Section of the C. D. A. Enters upon a "Directors' Agreement."

It is not a scrap of paper—this Code of Ethics officially adopted by the Camp Directors Association—in the minds of the members of our newest section, as evidenced by the following agreement. The Code has become a set of guiding standards to those members who consider the camping movement as an educational project. The observance of the Code gives stability, dignity and prestige to the whole movement. It is good business procedure. All National organizations measure their strength by the manner in which their members observe the Code of Ethics.

We, the undersigned Directors and members of the Southwestern Section of the Camp Directors Association, do this day enter into a gentlemen's agreement as here-in-after outlined. We promise to live up to the provisions of this faithfully both in letter and spirit from this date until October 1, 1932. We further assert that we regard this agreement as binding in conscience until dissolved.

1. We shall regard it unethical to attempt to enroll campers who have attended the previous season the camp of a member Director unless said camper is not contemplating returning to that same camp. The course of procedure shall always be to ask the parent if the child has been to camp the previous season, and if the answer is in the affirmative, then enquire if they contemplate sending him or her to this camp this season. If the answer be yes, then no effort is to be made to enroll the child, but on the contrary a good word in behalf of the member camp is to be offered, and no effort made whatsoever to cause a change of camps. This applies to Directors, Counselors, Representatives or anyone engaged in soliciting children for camp.

2. It shall be regarded unethical for the Directors, Counselors, Representatives or anyone connected with the camp to criticize adversely in any way any member camp or its organization, but on the contrary, it shall be the duty of every member camp and its personnel to always speak kind words of praise for other member camps and to defend their good names.

3. It is agreed that the Director of each camp shall assume full responsibility for the acts of Camp Counselors, Representatives, or Agents in their soliciting of children for camp. It shall be the duty of any member camp Representative to

report to the President or Secretary of the Association any infringement of this agreement on the part of the Counselors, Representatives or Agents of another camp. The above named officers, on receiving such reports, shall immediately advise the Director of the purported act of its Agents, and the Director shall, in turn, immediately investigate the matter and proper steps taken to correct it and prevent its re-occurrence, and the President or Secretary shall be advised of the results, provided the Directors do not handle the matter satisfactorily.

4. It shall be regarded unethical to cut the printed prices of the camp fee in any way in order to influence the enrollment of a child. It is to be understood, however, that a camp may, without violating this clause, offer a reduction of the printed price for services performed at camp. This allows the position of Camp Aide, Assistant Counselor or any other positions of this type.

5. It shall be the duty of Directors, Counselors, Representatives or Agents of member camps to recommend whenever opportunity presents a member camp catering to the opposite sex, but no special one to be favored.

6. It shall be considered unethical for a Counselor to represent any other camp of the opposite sex.

7. It shall be unethical for any Counselor to discuss the business arrangements they have made with the camps they represent with any Counselor in their own or other camps, or with any other party, camper, patron, prospective patron, etc.

**TEN CAMP DIRECTORS SIGNED AND
PLEDGED TO THE ABOVE:**

100% of the Active Membership

WHAT WE MUST GIVE OUR CAMPERS TO EAT

By OCTAVIA HALL SMILLIE, B.S.

Camp Directors are appreciating more and more the unusual opportunity that they have to influence their campers throughout the whole year rather than for the short eight weeks that are actually spent in the camp.

A number of Camp Directors have realized the importance of proper nutrition in their

C A M P E R S

Need Specialized Footwear



And that's exactly what Bass Camp Moccasins are. They're made for the purpose by a concern which has specialized in the manufacture of outdoor footwear for 55 years. They're Genuine Moccasins, patterned after the footwear of the original camper — the American Indian.

Camp Directors who understand their campers' footwear requirements specify

BASS CAMP MOCCASINS



Standard equipment for many boys' and girls' camps

For Free Booklet write to

G. H. BASS & CO., 67 Main St. Wilton, Maine

PARENTS OBJECT TO THE USUAL PACKSACK

Hot, Clinging and Irritating

THE U S PAK-CARRIER

Provides an Air Space

Necessitates an Erect Carriage

Distributes the Weight

Cannot Gall nor Chafe

Best Of All

*The Boys and Girls Can Easily
Assemble Them Themselves*

Price \$3.00

If assembled, \$3.50

Slightly Higher

West of the

Mississippi

and in Canada

Further
Information from
Specialty Division
U S Bobbin &
Shuttle Co.
Providence, R. I.



Camp Supplies, Inc. Outfitters

Symbolic of our Complete Service

24-hour printed name tape service

We make them ourselves

150 Wash-Proof Tapes for \$1.00

Did you know that we make printed name tapes and have a 24-hour service to offer you? We can imprint the name directly on handkerchiefs and all articles of bedding. For a slight charge we will mark all garments purchased from us.

Bass Moccasin Shoes
always in stock

*Outfitters for
Camp, School and College*

At your request our representative
will call.

38 Chauncy Street
2nd floor

Boston

Camps and have had the food problem handled by a dietitian. There are many camps, however, that do not have dietitians in order to insure the proper food for their campers. Many Directors are faced with the important question, "What must be included in the daily menu?"

What we are is what we must eat. We are physically composed of carbon, oxygen, hydrogen, nitrogen, sulphur, potassium, magnesium, sodium calcium, phosphorus, iron, silicon, iodine, flourine, copper, manganese and minute amounts of many other chemical elements. Therefore, the foods that we eat must contain these sustaining elements.

These elements are present in the foods that we eat. Fats and carbohydrates being composed principally of carbon, hydrogen, oxygen, and proteins of the same plus nitrogen and sulphur. The other elements are present in small amounts in the different foods.

Vitamins are found in many foods and are extremely necessary. A certain amount of roughage is also required in the daily food intake.

In planning our menus, then, a very complex problem seems to meet us. The required food elements can be had by planning the daily menu with the following outline in mind:

1. Two fruits—one uncooked.
2. Cooked, whole grain cereal.
3. One quart of milk.
4. One egg.
5. One serving of fresh meat.
6. Two vegetables other than potatoes, one uncooked.
7. Whole grain bread.
8. Simple desserts.

A quart of milk for each camper need not be served as such to drink; it may be included in soups, sauces and desserts. An egg may be included in meat substitute dishes, pudding, breads or breakfast dishes. One fruit may be utilized as a dessert or in a fruit salad. One vegetable may be used in the main dish for supper as a salad or meat substitute dish.

The division of these foods into three well balanced meals is the next step. The following is a simple menu:

BREAKFAST

Orange
Oatmeal
Soft boiled eggs

Whole grain bread or toast—butter
Milk or cocoa

DINNER

Clear tomato soup
Roast Lamb—brown gravy
Pan browned potatoes
Green peas or beans
Whole grain bread—butter
Steamed chocolate pudding with sauce
Milk (if desired)

SUPPER

Escalloped potatoes and minced ham
Cucumber salad
Whole grain bread—butter
Rhubarb sauce
Milk or cocoa

Variety is the next problem that faces us. To make meals successful, they must have a variety in food or if limited to variety, the foods must be prepared in different ways.

Variety must be considered seriously. Avoid serving certain foods on given days of the week. This is a custom greatly abused. An Inn or a Restaurant may become famous for its chicken dinners or its waffles but its customers do not eat there daily week in and week out.

A well balanced menu may be planned but if the food is not eaten, we have accomplished nothing. The food must be of good quality and well cooked, then served attractively. Too much stress cannot be put on the necessity of well-cooked food. Inexpensive cuts of meat, simple desserts can be made delicious by a good cook.

Other points to be considered—there can be no menu that could be used successfully in all camps or in all schools or all homes. The type of people to be served, their ages, activity, their likes and dislikes, if sensible, the number of employees and kitchen equipment are to be considered and lastly, but often an important item, is the expense.

A balanced menu, well cooked and served attractively, need not be expensive. The matter of expense has to do more with wise buying and a careful utilization of foods by the cook. The cook should become so accustomed to her special group of people that she will be able to judge very accurately as to the amounts to be cooked. Leftover food can only mean that some one has used poor judgment some place, either in planning the meal, poor quality of food, poor cooking or unattractive service.

Leftover food will occur sometimes but should be the very unusual event, especially in a camp where a definite number of people

may be counted upon for meals, with the exception of week-ends when many parents come to visit camps.

The best, most up-to-date camps will not have to be urged to avail themselves of the opportunity of taking serious account of the nutrition of their campers as so much of the real activity of the camp depends upon perfect health. It is a constructive piece of work for the future; it leads to contentment and good health which are real invitations for the camper to return from year to year where he is happy, well cared for and well nourished.

COUNSELORS' COLUMN

by
ONE OF 'EM

Our friend, A. E. Hamilton, contributes the following "SWEET TOOTH and \$\$\$\$." Why not suggest the idea to your tent group?

"Camp cookery should include sweets. Candy-making is an art. "Home-made" (Camp-made) sweets can and should be simpler, wholesomer and more normally palatable than most quantity-production commercial stuff. Kids like to cook. Kids like to have money they have earned, to spend as they like. Camps have stores where candy is sold. Why not let the kids learn to cook good candy of the simpler kinds (very few nuts for summer-time) and sell them through the camp store? We have tried this experiment, and it works out well. I recommend it."

A 20th century idea of camping deluxe. More truth than fiction in the following conversation:

"Hullo, Old Man. Where have you been?"

"Just got back from a camping-trip."

"Roughing it, eh?"

"You bet! Why one day our portable dynamo went on the bum, and we had no hot water, heat, electric lights, ice or radio, for almost two hours."

Columbia University Scholastic Press Association invites the boys and girls in camp to submit copies of their camp magazine to the Competition Committee. The work must be done by the campers. Submit material to Mr. Joseph Murphy, Director of the Scholas-

GOSSOM'S Quality Powdered Soups "Quick-Made"

Ideal for Use in Camps



For Campers and Hikers, Gossom's Soups provide an appetizing, hearty food that "stands by." They are easy to prepare and convenient to carry. Put up in one and five pound packages. Cost only one cent a portion.

KINDS

Green Pea, Yellow Split Pea, Lima Bean, Cream of Celery, Black Bean, Cream of Mushroom, Cream of Spinach.

Write for Free Samples and Special Rates to Camp Directors.

MANUFACTURED BY

B. F. GOSSOM
1678 Beacon Street
Brookline, Mass.

Filene's

BOSTON, MASS.

SCHOOL and CAMP Outfitting Shop

*Built on Value
Still Growing on Value*

Comfortable shopping with a well-trained efficient staff, made possible by years of camp outfitting experience.

DIRECTORS: Our most strenuous month is June. Look in on our service during that trying peak business, and find out why the Filene camp business has so steadily increased.

SERVICE counts.

tic Press Association, Columbia University, New York City.

Every counselor should possess a copy of "Health and Safety in Organized Camps" by Dr. Sanders and published by the National Bureau of Casualty and Surety Underwriters. You can buy a copy for 50c by writing to the National C. D. A. Office, Room 703, 11 Beacon St., Boston, Mass. Regular price is 75c.

Nature Study Counselors should write to the New England Wild Flower Preservation Society, 300 Massachusetts Ave., Boston, Mass., for their leaflets which may be had free, but a 2c stamp enclosed would be appreciated.

CAMPS IN THE WOODS. Augustus D. Shepard. Architectural Book Publishing Co. Inc., 108 West 46th Street, N. Y. \$6.00 net.

A very unusual book written by an architect who has specialized in the building of camps in the woods. The illustrations and drawings are the work of Mr. Shepard and the many photographs of camps designed and built by the author, taken by John Wallace Gillis, Inc., are beautiful. Even if camp directors may not be financially able to build the type of camps illustrated and described in the book, to catch the spirit of the book and be influenced by its artistic beauty is worth the price of the book. Our camps need the artistic touch, buildings should blend into the beauty of their woody environment and the tendency of reproducing city buildings in the woods should be supplanted by a better type such as suggested by Mr. Shepard. Invest your money in the book and you will enjoy many hours of architectural revelry.

TORCH SONG

Torches
Torches
Seven flames we bring
Light and
Warmth to
Our ceremonial ring.
Seven flames of promise
We bring to thee,
Giving Life,
Giving Joy,
Giving Purity.

ON THE NATURE OF CAMP FIRES

(Continued from Page 7)

program maker; "Will these numbers go together in the right way?" In other words, to quote the football coach, will each item "click" at the right time to make up the ninety minutes of entertainment which will send campers and visitors away from the dying embers of the camp fire saying to each other: "Gee, but that was a corking camp

fire tonight!" Let me assure you that, try as hard as you may, some programs will not hit the mark while another one, for no reason you can assign, will inevitably stand out above the others. Something you may not have rated very high in your planning will strike a note or establish a "mood" which will lift that particular evening above all others. With the advent of such an evening there will be for you who have made it possible the full meed of satisfaction.

CAP'N BILL'S COLUMN

(Continued from Page 4)

To provide alertness the describer may fine whoever ventures a guess and proceed to set forth the other bird.) He usually perches on a limb which overhangs a stream or pond. Suddenly he makes a dart to the water and comes back with a fish. Two of his toes are grown together which makes it easier to scoop a hole into the sand bank to make a nest for the young. This fisherman is the *Kingfisher*.

This bird is the length of a foot rule. He is brownish-gray and when you get him in the right light he is iridescent. The pointed tail is tipped with white. His wings whistle when he flies. His nest is made of twigs and the eggs are limited to two white ones. Some of you may recognize its Latin name, *columba*. It is related to the extinct Passenger Pigeon and because of its mournful song is called the *Mourning Dove*.

One of our most graceful aviators is about seven inches long and comes here from the tropics to spend the summer. The coming of the garage has made it difficult for him. His nest is made of pellets of mud and lined with feathers and is placed high on the rafters of the barn. He prefers to skim over the surface of water to gather insects. This bird wears the original swallow tail coat. It is steel blue in color. His chestnut shirt is not so fashionable as the shiny white one of his smaller relative the Tree Swallow. You now know that I refer to the *Barn Swallow*.

I am going to describe a bird that is about the size of the Canadian Goose. It is dark above and white below. It has a long black neck with a white throat patch extending below each eye. Its nest is built on the



Relieve Yourself of Tennis Racquet Worry



Young, spirited campers, filled with the "joy of living" will leave their racquets out all night . . . and awaken to find them all twisted and bent . . . with the strings ruined. Then, the youngsters must forego their tennis . . . and you lose valuable time having repairs made.

Dayton Steel Racquets will end your tennis racquet worries. The sturdy steel frame can't warp . . . the resilient steel strings seldom need replacing . . . damp and dewy mornings can't harm a Dayton.



Give your campers a "good steer" by recommending Dayton Steel Racquets. Or, why not secure several Dayton models and rent them out to your campers? We will gladly furnish you further details.



DAYTON RACQUET COMPANY, Inc.

DAYTON, OHIO

ground and lined with down. As it seeks the northland in V-shaped lines its honking is music to many who cannot differentiate between the sweet toned warblers. Yes, it is the *Canadian Goose*.

This game may be played with the Audubon Bird Cards. There are three sets: Spring, Summer, and Winter birds of Eastern North America from color drawings by Allan Brooks. The sets are published by the National Association of Audubon Societies, 1974 Broadway, New York City. The price per set, fifty in a box, is \$1.00 post-paid. In order to facilitate the game the statements in the description on the back of each card may be numbered for the order of presentation. Camps may also place these cards on the bulletin board to show the close-ups of local inhabitants.

WHAT TYPE OF DANCING SHALL WE GIVE OUR CAMPERS

(Continued from Page 13)

done much for the feeble minded and some problem children. However, the fundamentals of Miss Bentley are practically the same as some of the basic technique and principles of the most modern German work.

DALCROZE RHYTHMICS

On the other hand, the Dalcroze method offered an entirely different training and a most valuable one. Heretofore the dancer and the teacher of dancing had known too little about music and rhythm. Before music and rhythm can be discarded it is necessary to know all one possibly can about them both. The Dalcroze method goes into this most thoroughly. It is a splendid mental training, also one for muscular co-ordination. It is as valuable to the musician as to the dancer. It brings the two arts more closely together. I feel that the chief lack in this system is lack of expression and of depth of emotional feeling. It is entirely mental. However, I feel that no teacher of dancing can well do without a study of this work, or its equivalent.

CLASSIC BALLET REVIVAL

Shortly after this there was a revival of the classic ballet. This was probably due to the caricatures made upon the over-sentimentality of natural dancing. Art demands order and technique. The observer's point of view must be taken into consideration. Dancing must be objective as well as subjective. There must be a perfect balance of

the two. During this period we all flocked to Tarosoff, Albertini, Rosloff, Kobeloff and some of the native instructors of Spanish dancing.

FOLK DANCING

I have neglected to mention the folk dance which has struggled on through all ages and which always will exist and be very valuable for certain types of people and on certain occasions. There has been recurrent interest stimulated in this type of dancing by such people as Cecil Shaupe and Miss Bruchenal. It is too easily mastered to hold the interest of those seriously engrossed in the art of the dance but is especially valuable for community and social work.

TAP DANCING

During later developments of the dance the negro clog and shuffle had also developed into very complicated and intricate combinations. The rhythmical fascination of this work continues to hold many devotees. We all know its value in respect to rhythm. It has a more popular appeal than the Dalcroze work because it is less highbrow and serious in intent. The onlookers can enjoy the fun and swing of it without having to go into the understanding of each separate rhythmical count. It also brings lightness and ease but it is decidedly but one phase of the art of dancing. For physical benefit it does not make enough use of the torso and arms.

ACROBATIC DANCING

At about this time professional dancers, always eager to give the public something new, had to introduce acrobatic stunts into their dancing and thus began the vogue for acrobatic dancing. I believe that the value of acrobatics is still an open question as so much may be said both for and against it. Too much stress is so apt to be laid upon it and its use without discrimination is almost atrocious. It is decidedly inartistic. However, as a means of stretching and limbering the muscles and the spine, it has its value. From the composer's point of view, because of this exaggerated elasticity of the human body, dramatic effects and climaxes can be heightened. Designs and speed heretofore undreamed of, could be now attained.

GERMAN MODERN WORK

After the war there was a new feeling in all types of art. It was found in music, in sculpture, in painting and in the dance. No

one country or person is responsible for it, but the simple fact that art must be the expression of the time. Although probably Germany was the first to build up a new form of the dance, at the same time Martha Graham and Doris Humphreys felt the same urge which necessitated the breaking away from their mother school Denishawn. It is interesting to note that although neither of these schools had any opportunity for observing the work of the others the same principles can be seen worked out in only a very slightly different way. In fact, these two are not the only Americans who have felt the need for a more creative vital type of work. Any creator of dance compositions who has studied modern art and music could not help but be influenced by these arts. The complete return to primitive expression in rhythms — drum beats, etc., could be interpreted as a throw-back from the over-sentimental, decadent period and is the necessary stepping stone to the higher development attained in the so-called modern movement.

A valuable feature of modern dancing is the splendid balance attained between the emotional, the mental and the physical. The dancer must be able to know the different parts of the body and to control them independently and in combination with other parts of the body. There is a decided emphasis upon the contrast between relaxation and tension.

MODERN TECHNIQUE

In the modern work there is an impulse behind each movement which can best be shown by demonstration. After the extremes of tension and relaxation are accomplished one must master the gradations and shadings of the same from one to the other. The technique has brought the study of crescendo and diminuendo, of accelerating and diminishing speed. The use of this makes mere technique far more interesting and vital.

MODERN DANCE COMPOSITION

In regard to composition, dance is subject to the laws of design. It must have balance, symmetry and form. It must have climax, beginning and end. It must have three dimensions. It must have an interesting rhythmic pattern which is not too monotonous. It must be more vital than the music which accompanies it—must not be tied down to rhythmic found in music but must create

"LIVE" CAMP ADVERTISING ● COUNTS

Because it appeals to the parent as well as to the youngster.

Send for Brochure.

**THE SNOW PRESS, Inc., P.O. Box 1017
Springfield, Mass.**

SOLVE YOUR INSURANCE PUZZLE **M. E. PETERSON**

Specializing in

CAMP INSURANCE

References: Dr. J. P. Sprague, Camp Minocqua;
Mr. Robt. Snaddon, Camp Osoha, and others.

Address: **M. E. PETERSON**
222 W. Adams Street Chicago, Ill.

THREE CLEVER PLAYLETS

Suitable for boys' or girls' camps or clubs. "JERRY THE JOCKEY", "THE MYSTERY OF THE ONE SCENT", "HER WEDDING MOURNING". Three published in one booklet, only one dollar; six or more copies, fifty cents each. No royalty, no approvals. Check or money order to

ROBY ROAD PLAYERS, 2 Roby Rd., Madison, Wisconsin

SHANTY SHANE

A Camp for Families
LAKE FAIRLEE, VT.

Wants

Manager or Associate Manager
Willing to take financial interest

Address: **WM. W. CLENDENIX**
120 Vista Place Mt. Vernon, N. Y.

SCHOOL BUSES

2 25-passenger used Dodge School Buses for sale. Reconditioned in first-class shape. Just the transportation for a summer camp. Price very low and terms to responsible parties. Address

JOSEPH H. THOMPSON, Inc.
Dodge Dealers Ypsilanti, Michigan

new rhythms of its own and if it has musical accompaniment the music should be composed based on the dance rhythms. It must have a directness of purpose and above all it must have an idea or something vital to express. In fact, all the movements must be necessary because of this idea so there may be no superfluous movements. One cannot study the modern dance without getting the cultural results of the study of all the relative arts.

WHAT TYPE DO OUR CAMPERS MOST NEED?

Now that we know something of the contributions of the different types of dancing, the question is what type shall we have in our camp this summer? We may have a special leaning toward the Dalcroze, the Ballet, or Tap Dancing but our problem is only to consider what dancing can give to our campers—correctively as well as culturally. Campers come to us who are very much in need of corrective work. We have found that life in the open and sports are not sufficient to bring about perfect carriage. We have felt that the value of self-expression in dancing and even its splendid exercise would lose value for our campers if we could not correct sway backs, drooping abdomens, necks held forward, and so on. At the same time, we have felt that the girls resent having to take the regular corrective work. They have it in some form or other usually all winter long and have become rather bored with it. It becomes especially irksome when forced on them at camp, when they expect to live a free and delightful life in the open. Because of this very boredom all the value of corrective work is lost. There is lack of incentive to hold oneself in a free and uplifted position.

PLASTIQUES OR "DANCE CORRECTIVES"

We have felt that even correctors needed an inner urge, a dramatic motivation in order to accomplish the necessary end. Because of this and the short time available during camp season, we have tried to combine correctives with dancing and have worked out some plastiques which include corrective work and some of the fundamentals of the modern dance. In a short nine weeks there is a decided improvement in posture and in figure outline and at the same time some of the principles of drama and art and rhythm are absorbed. Best of all, the camper tends

to take great delight in the work and shows not only a great interest in improving her own posture and figure, but having mastered the fundamentals of the modern dance, usually feels a keener appreciation of all art.

In our lessons of plastiques, or Dance Correctives, usually the first half hour is spent in exercises on one spot (little floor space is necessary for this). The different parts of the body are moved separately and individual faults corrected. However, even in this work we make the use of the extreme tension and relaxation and also of the impulse behind each movement, then we vary it with different rhythms and accents, constantly increasing or decreasing speeds. Then we do the same exercises done in the lyric and strong manner, which puts an idea behind even the simplest corrective exercises and makes them more interesting. Either stimulating drum beats are used or music composed especially for the exercise. The second half hour is used in the development of these exercises, walking or running steps, and immediately dance form has been created. For instance, in working in circles, squares or some geometrical form certain girls do movements in opposition or in conjunction with other groups so that different forms and designs are made by the group. Different members of the class create their own rhythms. The entire effect of an exercise is changed by putting stress on different movements at different times. The creative element can be introduced into the work without any self consciousness felt on the part of the student.

In consideration of all these factors I should think that in your choice of a dance instructor she should not be required to give the work of any certain artist. It is far more important for her to have an open mind—a high degree of intelligence and ability to bring together all the best features of all the work which she has ever had. She should above all be an artist and have the most excellent taste. She should have an intense interest in the welfare of her campers, should be able to stimulate in her students the desire in themselves to work for better carriage and more beauty of movement and a clear-cut, straightforward expression of their own ideas in the dance. If she knows the fundamental principles of correctives and also those of the dance she can construct and create valuable work of her own to give your campers.

This is a good year to buy!

CAMPS FOR SALE

If you are interested in buying a camp, you will want to visit properties during the summer months. There are three types of camp properties: Going Camps with Good Will; Equipped Camps, that have been idle a year or longer; and Sites, with or without buildings. A few of the many properties listed are briefly described:

CAMP SITES

1. **NEW YORK**—200 acres, half mile frontage on Lake Champlain. Excellent sandy beach. No buildings. A very desirable camp site that may be purchased or rented on a long-term lease at moderate price.
2. **NEW YORK**—14 acre estate, overlooking Lake Champlain. 14 room stone mansion house, 8 room bungalow. Electric lights, modern plumbing, steam heat. Tennis court.
3. **NEW HAMPSHIRE**—75 acres, including point on beautiful lake in White Mountain region. 3 buildings. Equipped for 15. \$18,000.
4. **MAINE**—Ca. 30 acres. Half mile frontage on salt water inlet. 3 buildings. \$6,000.

GOING CAMPS

5. **NEW HAMPSHIRE**—Camp for girls. 90 acres. Frontage on beautiful lake. 13 buildings. Modern plumbing. Fully equipped for 52. \$27,000.
6. **NEW HAMPSHIRE**—Well-established camp for girls in White Mountains.

7. **NEW YORK**—Camp for boys. Thousand Islands. 6 acres. 1000 ft. frontage on St. Lawrence river. 3 buildings. Equipped for 45. \$16,000.

EQUIPPED CAMPS

8. **MAINE**—13 acres, 700 ft. frontage on Lake Sebago. 3 buildings. Fully equipped for 45. \$15,000.
9. **MAINE**—Ca. 200 acres. $\frac{3}{4}$ mile frontage on Lake Sebago. 23 buildings. Tennis courts. Electric lights. Modern sanitation. \$20,000.
10. **MAINE**—50 acres. 1000 ft. frontage on Casco Bay. 20 buildings. Fully equipped for 50. Modern sanitation. \$20,000.
11. **CAPE COD**—16 acres. Well-secluded. Adjacent to excellent beach. 6 buildings. Equipped for 40. \$22,500.
12. **NEW YORK**—Thousand Island region. 250 acres. $\frac{3}{4}$ mile frontage on secluded lake with remarkable opportunities for long canoe trips. 13 buildings. Modern sanitation. Reasonable price.
14. **NORTH CAROLINA**—50 acres. 12 buildings. Partially equipped for 50. \$15,000.

Full information about any of the above will be sent on request. If you are interested in buying a camp, let me know your wants and I shall be glad to offer suggestions.

Any director, who wishes to sell his camp, is invited to list it with me.

RICHARD W. DESHON

Room 1407, 300 Fourth Avenue

New York City

A New Idea in Mattress Covers

*Solves the Problem of Soiled
Mattresses Caused from
Bed Wetting*

SANICOT MATTRESS COVERS

are made of Amoskeag Ticking, specially woven and pre-shrunk to meet our requirements.

They prevent cold and dampness from penetrating through and assure full protection to the mattress while in use or in storage.

Send for Catalogue

SANICOT MFG. CO.
Manchester, N. H.

B. A. RAILTON Co.

WHOLESALE

GROCERS

363-405 West Erie Street

Chicago

Natural

Sunny and

Barco Brands

PURE FOOD PRODUCTS

"SPORTSTER"

**Officially Approved by the
Camp Director's Association**

Ideal for All Outdoor Activities

Sizes 2½ to 12
Widths AAAA to D



*Style 160
Illustrated*

\$5.50

*Smaller sizes
priced lower*



STYLE 160, Brown elkskin, gristle rubber soles, tennis heels.
STYLE 105, Brown elkskin, flexible leather soles, rubber heels.
STYLE 115, Light smoke (washable) elkskin, gristle rubber soles, tennis heel
(Lord-Kepner Elk Leather Used Exclusively)
"Sportsters" are the Official Shoes for the Girl Scouts of America, and meet
Y. W. C. A. standards and requirements.

CAMP DIRECTORS!

"Sportsters" will solve your camp shoe problem.

They are available in the largest low-heeled size range in the world, assuring perfect fit and maximum comfort to every camper.

We will arrange to service your outfitter upon receipt of his name and address.

C-6-31

A. SANDLER

Sportster Shoe Division

154 Lincoln St., Boston, Mass.

Gentlemen:

Please let me know where I may purchase "Sportster" Officially Approved Shoes in my neighborhood.

Name

Address

Style Size & Width

(Prices 25c Extra West of Mississippi)

